

SECTION A: Multiple-choice questions

Instructions for Section A

Answer all questions in pencil on the answer sheet provided for Multiple-Choice Questions.

Choose the response that is **correct** or that **best answers** the question.

A correct answer scores 1, an incorrect answer scores 0.

Marks will **not** be deducted for incorrect answers.

No marks will be given if more than one answer is completed for any question.

Section A is worth 45 marks.

Question 1

Which of the following statements best represents William James' ideas about consciousness?

- A.** Our consciousness is like a continuous stream which is constantly changing.
- B.** We know we are conscious because we are aware of thinking and reasoning.
- C.** Consciousness is a hypothetical construct because it is not directly observable.
- D.** Because it does not constitute overt behaviour, consciousness is not an appropriate topic of study for Psychology.

Question 2

Compared to automatic processes, controlled processes require

- A.** less attention.
- B.** focused attention.
- C.** divided attention.
- D.** either divided or focused attention, depending on the task.

Question 3

On average, an adult

- A. passes through about 10 sleep cycles during a typical night's sleep.
- B. spends about 50% of the time in REM sleep during a typical night's sleep.
- C. experiences more frequent, and longer, periods of deep sleep as the night progresses.
- D. experiences more frequent, and longer, periods of REM sleep as the night progresses.

Question 4

Lexie, 18, sets her alarm clock for 4.30 am so that she can attend swimming training.

If she falls asleep at 11 pm she will most likely wake up when in

- A. REM sleep.
- B. NREM stage one.
- C. NREM stage three.
- D. NREM stage four.

[illegible]

Question 2

Write a report of the study outlined below.

Your report should include:

- a research hypothesis for the study;
- identification of the independent variable (IV) and the dependent variable (DV), operationally defined;
- an evaluation of the study design;
- a discussion of any methodological shortcomings;
- a statement regarding the significance/non-significance of the results;
- a discussion of any ethical issues that may have been raised by the study; and
- conclusions about the study.

Renee, a Year 12 Psychology student designed the following study to investigate whether people would more readily learn and retrieve information that had been organised semantically. She asked two Year 11 teachers (of Chemistry and Art) for permission to use the students in their classes as participants. Both agreed. She did not seek permission from anyone else.

All participants were asked to memorise the same 28 food-related terms. For group A (14 male and 15 female Chemistry students) the list of terms was organised semantically; for Group B (15 female and 8 male Art students) the terms were not organised in any meaningful way (see below).

food					
meat		vegetable		fruit	
beef	pork	green	yellow	small	large
mince	chops	bean	carrot	cherry	orange
steak	ribs	pea	capsicum	raspberry	melon
roast	loin	broccoli	pumpkin	grape	banana

List for Group A

food					
ribs		melon		meat	
pea	vegetable	chops	yellow	ribs	pumpkin
carrot	beef	broccoli	roast	grape	raspberry
small	orange	steak	capsicum	banana	bean
cherry	large	green	loin	mince	pork

List for Group B

Group A did their test in the morning; Group B was tested in the afternoon of the same day. Each time, Renee told the students that they would be doing a simple test of memory and gave each a list of terms. The students looked at their list for 60 seconds. At the end of that time, the lists were collected and the students were instructed to read an unrelated text passage aloud for two minutes. Following this, they were asked to write down all the terms from the list that they could remember on a blank piece of paper. On conclusion, Renee thanked the students but did not give them any more information about the study.

To calculate each person’s score, Renee deducted the number of incorrectly listed terms from the number correctly listed. A summary of the results is shown below. The level of significance was set at 0.05.

Mean (average) number of terms correctly recalled		P-value: difference between means
Group A (semantic organisation)	Group B (no organisation)	$p \leq 0.05$
23.5	16.9	

PSYCHOLOGY

Unit 3 Trial Examination

MULTIPLE CHOICE ANSWER SHEET

STUDENT NAME:	
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INSTRUCTIONS:

USE PENCIL ONLY

- Write your name in the space provided above.
- Use a **PENCIL** for **ALL** entries.
- If you make a mistake, **ERASE** it – **DO NOT** cross it out.
- Marks will **NOT** be deducted for incorrect answers.
- **NO MARK** will be given if more than **ONE** answer is completed for any question.
- Mark your answer by **SHADING** the letter of your choice.

	ONE ANSWER PER LINE		ONE ANSWER PER LINE		ONE ANSWER PER LINE
1	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	16	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	31	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
2	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	17	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	32	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
3	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	18	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	33	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
4	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	19	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	34	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
5	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	20	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	35	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
6	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	21	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	36	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
7	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	22	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	37	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
8	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	23	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	38	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
9	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	24	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	39	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
10	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	25	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	40	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
11	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	26	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	41	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
12	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	27	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	42	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
13	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	28	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	43	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
14	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	29	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	44	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
15	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	30	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	45	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D

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Question 9

When discussing the results with Roberta her doctor noted that Roberta did spend a period of time in deep sleep.

The doctor most likely reached this conclusion because at that particular time

- A. Roberta’s breathing had slowed down and she had diminished muscular tension.
- B. Roberta was observed to have an accelerated heart rate.
- C. Roberta’s eyes were moving slowly from side to side.
- D. Roberta was not dreaming.

Question 10

Alicia took part in a sleep study in which she was prevented from sleeping for two nights.

It is most likely that immediately following this period of sleep deprivation Alicia would

- A. experience physical, but not psychological, symptoms.
- B. experience psychological, but not physical, symptoms.
- C. find it difficult to perform complex tasks but be able to successfully perform simple tasks.
- D. find it difficult to perform simple tasks but be able to successfully perform more complex tasks.

Question 11

A psychologist is working with two clients, Ally and Bea, who both complain of frequent bad dreams.

Which of the following would lead the psychologist to conclude that, while Bea’s bad dreams are nightmares, Ally is experiencing night terrors?

- A. Ally can remember her dreams; Bea cannot remember most of hers.
- B. Ally goes quickly back to sleep. Bea has difficulty returning to sleep.
- C. Ally’s bad dreams occur during NREM sleep; Bea’s occur in REM sleep.
- D. Ally’s bad dreams occur during REM sleep; Bea’s occur in NREM sleep.

Question 12

Which of the following is **not** a function of the nervous system?

- A. transmitting information to the brain and spinal cord for processing.
- B. processing the information to determine the best response.
- C. sending information to muscles, glands, and organs.
- D. All of the above are functions of the nervous system.

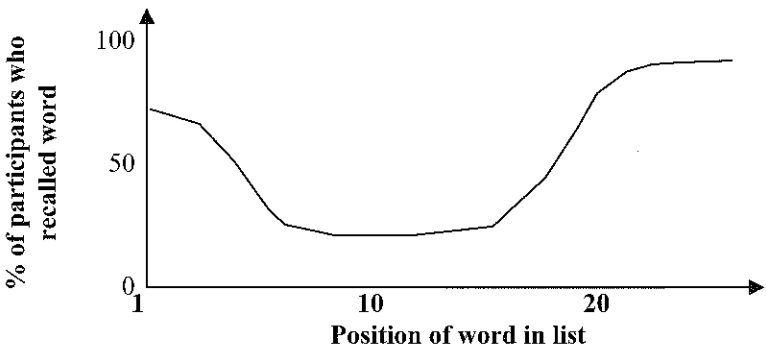
Question 13

The somatic NS is the part of the _____ that is responsible for the voluntary control of _____.

- A. central NS; skeletal muscles
- B. peripheral NS; skeletal muscles
- C. central NS; smooth muscles and secretory glands
- D. peripheral NS; smooth muscles and secretory glands

c. On the axes below, draw a sketch graph of the expected results for Group II.

1 mark



Question 11

a. Briefly outline one theory of organisation of information in long-term memory.

2 marks

b. Give an example that supports this theory.

1 mark

Question 12

a. Give two reasons for the debriefing of participants on conclusion of a study.

2 marks

b. What key items of information should be provided during debriefing?

1 mark

Question 9

a. Outline the key ideas of the decay theory of forgetting.

2 marks

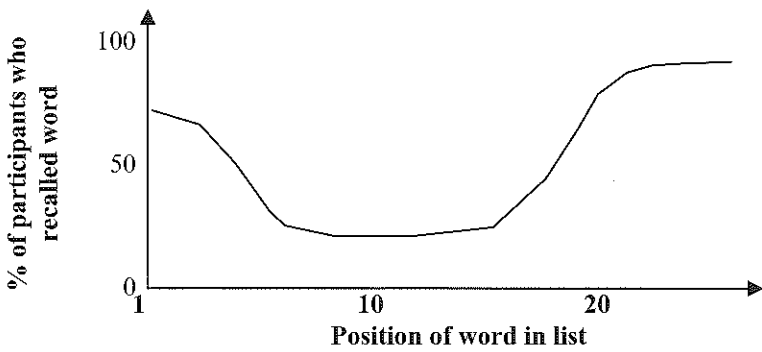
b. Give one criticism of this theory.

1 mark

Question 10

In a study, two groups (I and II) were asked to memorise a list of 20 words read out to them one at a time. Participants in Group I were asked to immediately free-recall all the words they could remember, while those in Group II were asked to count backwards from 20 before their recall of the words was tested.

The graph of the results for Group I is shown below:



a. What memory phenomenon does this study demonstrate?

1 mark

b. Explain why the recall of the words in the middle of the list was poorer than the recall of words at the start and at the end of the list.

2 marks

Question 14

Rod has finished dinner and is now relaxing and listening to music.

Which of the following specific parts of his nervous system would be most active at this time?

- A. somatic
- B. autonomic
- C. sympathetic
- D. parasympathetic

Question 15

The corpus callosum is a band of neural fibres that

- A. enables the left hemisphere to control the right side of the body.
- B. transmits information between the cerebral hemispheres.
- C. controls the glands and muscles of the internal organs.
- D. directs the muscle movements involved in a reflex.

Question 16

In a typical person, the primary sensory area localised in the occipital lobes is the _____ cortex while the sensory area localised in the temporal lobe is the _____ cortex.

- A. motor; somatosensory
- B. somatosensory; motor
- C. auditory; visual
- D. visual; auditory

Question 17

Which of the following functions is usually controlled by the right side of the brain only?

- A. hearing in the right ear.
- B. the feeling of pain on the right hand.
- C. the processing of abstract information.
- D. vision in the left half of the visual field.

Question 18

Which of the following shows the region of the brain that directs the muscle movements involved in speech, and where is it located?

	Region	Location
A.	Wernicke's area	left frontal lobe
B.	Broca's area	left temporal lobe
C.	Wernicke's area	left temporal lobe
D.	Broca's area	left frontal lobe

Question 19

Damage to the left cerebral hemisphere is most likely to reduce a person's ability to

- A. copy drawings.
- B. recognize faces.
- C. solve arithmetic problems.
- D. recognize familiar melodies.

Question 20

A psychologist believes one of his clients, Ed, experiences synaesthesia.
Which of the following observations would lead the psychologist to form this opinion?

- A. When Ed talks about numbers, he describes them as having different colours.
- B. Ed is very suggestible and easy to hypnotise.
- C. Ed has a very vivid imagination.
- D. Ed is a very good graphic artist.

Question 21

A split-brain patient is shown a slide with the words ‘Water Bottle’ in such a way that the word ‘Water’ is flashed to the right visual field while the word ‘Bottle’ is flashed to her left visual field.
When asked to report what she sees, what will she most likely say?

- A. Bottle
- B. Water
- C. Water Bottle
- D. Bottle Water

Questions 22 to 25 refer to the following information.

In a study of a drug believed to enhance alertness, volunteers were first deprived of one night’s sleep. Each was randomly assigned to one of four groups and given either 100 mg, 300 mg or 1000 mg of the drug, or a placebo. To measure their level of alertness they were required to press a buzzer every time a **O** appeared in a visual display composed of **Xs**. The trial was then repeated, but this time, each participant was given a different dose of the drug. By the end of the study, each participant had been assigned to each of the experimental conditions.

Question 22

What is the term used to describe the type of experimental design used in this study and what is the advantage of using this design?

- A. repeated measures design; reduces the effect of participant variables
- B. repeated measures design; reduces the effect of experimenter effects
- C. independent groups design; reduces the effect of participant variables
- D. independent groups design; reduces the effect of experimenter effects

Question 7

In an experiment, two groups of participants were asked to learn the same list of 30 words. Later, their memory of the words was tested using either recall (**Group I**) or recognition (**Group II**).

- a. What was each group of participants most likely asked to do during the memory test?

Group I: _____

Group II: _____

2 marks

- b. Briefly explain why group **II** would be expected to perform better on the test of memory.

1 mark

- c. Describe how the method of relearning could have been used as a measure of retention in the above experiment.

2 marks

Question 8

Whenever Thiess wants to memorise a large set of numbers he breaks them up into smaller groups.
For example, to remember the telephone number, 0395682348, he clumps the digits into three groups:
03 9568 2348

- a. What is the name given to this strategy?

1 mark

- b. How does this strategy assist memory?

1 mark

Question 4

Brain research methods include electrode brain stimulation (ESB) and transcranial magnetic stimulation (TMS).

- a. How have these methods contributed to our understanding of the relationship between brain structure and function?

1 mark

- b. Distinguish between EBS and TMS.

2 marks

Question 5

Occasionally, stroke victims develop spatial neglect syndrome.

Describe two key symptoms of this condition.

2 marks

Question 6

Describe **two** of the changes that take place in, and between, neurons during memory formation.

2 marks

Question 23

A problem associated with this study design is _____; this can be reduced by using _____.

- A. counterbalancing; order effects
- B. order effects; counterbalancing
- C. group comparability; random assignment
- D. random assignment; group comparability

Question 24

To improve validity and reliability, the researchers implemented double-blind procedures.

The use of double-blind procedures meant that

- A. participants, but not researchers, were ignorant of which conditions were experimental and which were control.
- B. researchers, but not participants, were ignorant of which conditions were experimental and which were control
- C. both participants and researchers were ignorant of which conditions were experimental and which were control.
- D. both participants and researchers were ignorant of what the study hypothesis was.

Question 25

An advertiser wants to measure peoples' emotional responses to different versions of an advertisement.

Which of the following devices would be **least** appropriate to use for this purpose?

- A. MRI
- B. fMRI
- C. EEG
- D. PET

Question 26

Which of the following is a limitation of using case studies in research into brain function?

- A. The data provided by case studies is too complex to analyse.
- B. It is difficult to generalise from them to the broader population.
- C. There are many ethical issues associated with the use of case studies.
- D. Case studies can only provide a snapshot of what it is like to experience a particular condition.

Question 27

Which of the following best distinguishes between short-term memory (STM) and working memory?

- A. Working memory is an alternative name for STM.
- B. STM is the entry point for information that is processed in working memory.
- C. STM has more limited capacity and shorter duration than does working memory.
- D. STM is involved in storage and recall of information; working memory is actively involved in manipulating this information.

Question 28

In an experiment, two groups of participants were asked to learn a list of 25 words using two different strategies. The study results are shown below.

	Mean number of words remembered	P-value
Strategy I	18.2	$P > 0.05$
Strategy II	20.9	

Which of the following can be best concluded from the results of this study?

- A. The difference in the mean number of words remembered is statistically significant.
- B. Strategy I is significantly less effective than Strategy II for memorising information.
- C. The difference in the mean number of words remembered is not statistically significant.
- D. Strategy I is significantly more effective than Strategy II for memorising verbal information.

Question 29

The information received by our senses is stored initially in _____; it is then transferred to _____.

- A. iconic memory; echoic memory
- B. episodic memory; semantic memory
- C. sensory memory; short-term memory
- D. declarative memory; procedural memory

Question 30

To memorise a set of dates for a history exam, Dave repeats the numbers over and over. Con tries to see a pattern in the numbers; for example, he notes that one number is the same as a part of his phone number.

The strategy Dave is using is _____; Con is using _____.

- A. relearning; chunking
- B. chunking; relearning
- C. elaborative rehearsal; maintenance rehearsal
- D. maintenance rehearsal; elaborative rehearsal

Question 31

The work of Elizabeth Loftus and others most strongly suggests that

- A. once formed, memories cannot be altered.
- B. information stored in memory can be altered by subsequent events.
- C. it is impossible for eyewitnesses to give a factual account of their experience.
- D. information in procedural memory is less likely to undergo change than is information in semantic memory.

SECTION B: Short-Answer Questions

Instructions for Section B

Answer **all** questions in the spaces provided.

The number of marks allocated to a question indicates the appropriate length of the response.

Section B is worth 35 marks

Question 1

Explain **two** key ideas of Descartes’ theory of dualism.

2 marks

Question 2

Alli, a clinical psychologist, regularly uses either hypnosis or meditation to induce an altered state of consciousness as part of her therapy for anxiety and depression.

Outline **two** psychological changes that would indicate that a client is in a state of altered consciousness due to the strategy being used by Alli.

2 marks

Question 3

a. The somatosensory cortex is located in the _____, and is most critical for our sense of _____.

2 marks

b. Name two key brain structures involved in directing attention and maintaining wakefulness and describe their specific functions.

2 marks

Question 44

Results of studies comparing the abilities of young and elderly people on memory tasks show that, compared to young people, elderly people perform

- A. worse on recall tasks but about the same on recognition tasks.
- B. worse on recognition tasks but about the same on recall tasks.
- C. about the same on both recall and recognition tasks.
- D. worse on both recall and recognition tasks.

Question 45

To memorise unrelated items of information Kim linked them together in a story.
The term used for the strategy Kim used is

- A. method of loci.
- B. peg-word method.
- C. narrative chaining.
- D. elaborative rehearsal.

END OF SECTION A

Questions 32 to 34 refer to the following information

Dane has conducted an experiment to test the ‘Levels of Processing’ theory of memory. As participants, he used the students in three classes (10A, 10B and 10C) at a school. He asked all the students to learn the same list of 30 words, but gave each class a different set of instructions regarding how they should learn the list.

Question 32

Which of the following are the independent variable (IV) and dependent variable (DV) in Dane’s study?

	IV	DV
A.	Age of participants	Strategy used during learning
B.	Strategy used during learning	Score on test of recall
C.	Score on test of recall	Level of processing
D.	Level of processing	Age of participants

Question 33

Which of the following instructions did Dane most likely give to each of the three classes?

	“For each of the words on the list, write down ...		
	Class 10 A (semantic level)	10 B (phonemic level)	10 C (structural level)
A.	... its definition”	... a word that rhymes with it”	... its print colour”
B.	... its definition”	... whether it is in upper or lower case or italics”	... a word that means the opposite”
C.	... whether it is in upper or lower case or italics”	... a word that rhymes with it”	... its print colour”
D.	... a word that means the opposite”	... a sentence with the word in it”	... a word that rhymes with it”

Question 34

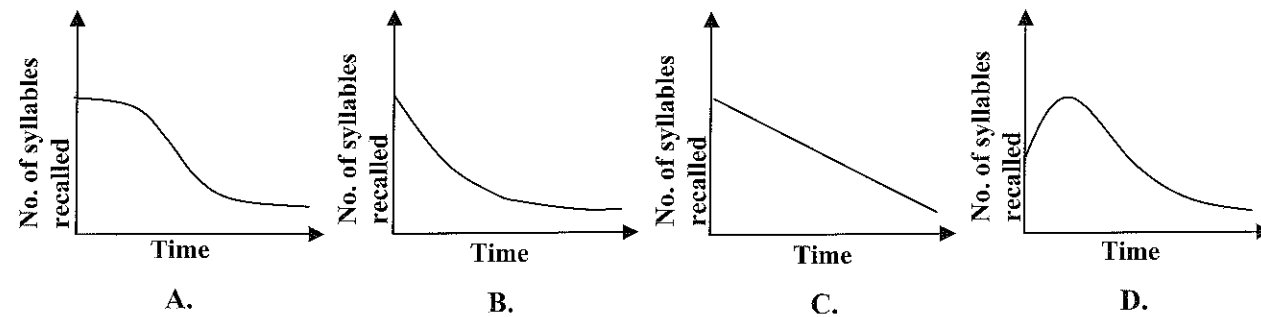
A significant shortcoming of Dane’s study is that he did **not** use

- A. a repeated measures design.
- B. more than three participant groups.
- C. adults, rather than adolescents, as participants.
- D. random allocation to assign participants to groups.

Question 35

A group of students learned a list of nonsense syllables. Their memory of the syllables was then tested over time and the scores were graphed to give a forgetting curve.

Which of the following graphs best illustrates the resultant forgetting curve?

**Question 36**

As a result of a heart attack that starved his brain of oxygen, Hank lost the capacity to store information in, or retrieve information from, his episodic memory stores.

Which of the following is Hank **least** likely to be able to remember about his job as a fireman?

- A. The name of the company he works for.
- B. What he does on a daily basis at work.
- C. How to operate fire-fighting machinery.
- D. The address of the company where he works.

Question 37

Witnesses to a crime are frequently taken back to the scene of the incident and asked to reconstruct how they felt at the time, in the hope that their memory of the event will be stimulated by the presence of

- A. state dependent cues only.
- B. context dependent cues only.
- C. both state dependent cues and context dependent cues.
- D. cues other than state-dependent and context-dependent ones.

Question 38

While driving home from the cinema, Rod and Megan were involved in a car accident. Neither was seriously hurt but Megan received slight concussion. Rod was lucky – he just sustained a broken arm.

Which of them is most likely to remember the film they saw just before the accident?

- A. just Rod
- B. just Megan
- C. both Rod and Megan
- D. neither Rod and Megan

Question 39

Ms Deniz asked all the students in her class to memorise a list of names. Half of the class (group I) was then asked to memorise another list of names while the other half (group II) did some copying exercises. When tested later, the students in group I found it more difficult to recall the names on the first list than did those in group II.

Which of the following was Ms Deniz attempting to demonstrate?

- A. retrograde amnesia
- B. anterograde amnesia
- C. proactive interference
- D. retroactive interference

Questions 40 to 42 refer to the following information

Following brain surgery at age 20, Bob has been unable to remember current happenings for longer than about 10 minutes after they occur. He can, however, remember events that took place prior to the surgery.

Question 40

Bob's memory problems are most likely due to failure to

- A. store information in STM.
- B. retrieve information from LTM.
- C. transfer information from STM to LTM.
- D. utilise the processes of working memory.

Question 41

Bob can be said to be suffering from

- A. retrograde amnesia.
- B. anterograde amnesia.
- C. state-dependent forgetting.
- D. context-dependent forgetting.

Question 42

It is most likely that Bob's memory failure is due to damage, during the surgery, to the

- A. brain stem.
- B. hippocampus.
- C. corpus callosum.
- D. right occipital lobe.

Question 43

A psychologist believes that a client's inability to remember events from his childhood is due to repression.

If this diagnosis is accurate, it is most likely that the 'forgotten' events

- A. were trivial.
- B. were traumatic.
- C. occurred when the client was very young, during primary school.
- D. occurred during a period of physical illness associated with raised body temperature.